**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -Calendar  -Popsicle sticks and cup  -SmartBoard/Ebeam | | **Student:**  -Manipulatives | | | **Count, count on, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.2** | | | | | |
| **I Can Statement(s):**  -I can count to 25.  -I can count to 25 starting from any number. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Count the number of days on the calendar to today’s date.  -Number review using calendar: I’ll point to a number, identify the number, then we will count to that number. Start at different numbers to count up to the date.  -Ask students how popsicle sticks are in the counting cup. How can we figure that out?  -Count to see how many popsicle sticks we have (25). Elicit strategy of taking one popsicle stick out at a time while we count each number, beginning the concept of one-to-one correspondence. Emphasize that we cannot count more than one number while pointing to one popsicle stick. | | | | | |
| **Teacher Directed:**  -Review counting to 25 using the number board.  -Watch a counting to 20 video to review numbers 1-20.  -Model counting games. | | | | | |
| **Guided Practice:**  -Play a counting game online (to 25) on SmartBoard/Ebeam. (If you do not have one, draw shapes on the board, or use pictures, and write the number on the board).  -Play teacher-led counting with actions games (to 25), and allow students to lead where possible. | | | | | |
| **Independent Practice:**  -Small group counting stations  -As students work in math stations, teacher will call students over individually to assess students on K.CC.1. Teacher will ask students to rote count as high as they can. | | | | | |
| **Closing/Summarizing Strategy:**  -Practice counting using actions.  -Practice counting to various numbers using a 1-30 board. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Students who are able can practice counting to larger numbers.  -Have numeral and number sets cards available during centers for students who are ready. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling one-on-one counting.  -Focus on lower numbers, 0-10. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain instructions step-by-step, rephrasing where necessary. Orally go through each number one-on-one, having the students repeat after the teacher model.  -Count along with the students. | |
| **Assessment(s):**  -Teacher observation during counting with actions game. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |